DOCUMENT RESUME

ED 062 689 EA 004 164

TITLE The Rationale, Status and Direction of the Dade County Quinmester Extended School Year Program.
INSTITUTION Dade County Public Schools, Miami, Fla.
PUB DATE Feb 72
NOTE 39p.; Report prepared by Division of Instruction

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Evaluation; *Extended School Year; Facility Utilization Research; Flexible Schedules; School Calendars; *Secondary Schools; *Year Round Schools
IDENTIFIERS *Quinmester Program

ABSTRACT

This document first reports on the status of the quinmester program, outlining the evaluation and operational concerns of the currently operating seven pilot schools. The final section outlines the expansion plans recommended for the program during the summer of 1972 and for subsequent years. Also included in this section are (1) a general discussion of the direction to be taken for elementary school involvement and (2) the future evaluation design and recommendations to be considered by the school board. Related documents are EA 004 046, 047, and 051. (Author/MLF)

ED 062 689

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

THE RATIONALE, STATUS AND DIRECTION OF THE DADE COUNTY QUINMESTER EXTENDED SCHOOL YEAR PROGRAM

DADE COUNTY PUBLIC SCHOOLS
MIAMI, FLORIDA

February, 1972

Prepared by
Division of Instruction

Dade County Public Schools

E. L. Whigham
Superintendent of Schools

Leonard Britton
Associate Superintendent for Instruction

EA 004 164

DADE COUNTY SCHOOL BOARD

Mr. William Lehman, Chairman
Mr. G. Holmes Braddock, Vice-Chairman
Mrs. Ethel Beckham
Mrs. Crutcher Harrison
Mrs. Phyllis Miller
Dr. Ben Sheppard
Mr. William H. Turner

THE RATIONALE, STATUS AND DIRECTION OF THE DADE COUNTY QUINMESTER EXTENDED SCHOOL YEAR PROGRAM

This document is a report to the School Board on the Quinmester Extended School Year Program and is written to provide the School Board, the administrative staff and the community with the rationale, status and the planned direction of the Quinmester Program.

The report includes the rationale for the Quinmester Program which focuses on the reasons why the Quinmester Extended School Year Plan was selected for implementation over other year round school plans.

The section on the status of the Quinmester Program reports the evaluation and operational concerns of the seven pilot schools which are presently operating with the program.

The final section of the report on the direction of the Quinmester Program, states the plan recommended for expansion during the summer of 1972 and for the years beyond. This portion of the report also includes a general discussion of the direction to be taken for elementary school involvement, the future evaluation design and recommendations to be considered by the School Board.

An additional quinmester report is scheduled to be submitted to the School Board upon the completion of the 1972 summer session.

On August 14, 1969, the Dade County School Board authorized the Division of Instruction to conduct a plant utilization study. That study

was to consider alternate plant utilization plans for Dade County school facilities and to recommend plans to reduce the need for capital expenditure during the next five years. Recommendations were required to maintain the present level of instruction and, where feasible, provide an opportunity for the improvement of the educational program while effecting plant economies.

Two plant utilization strategies became apparent as the study progressed: (1) the extended school day, and (2) the extended school year.

The extended school day (Ten-Hour Day) had the potential of becoming operational in a short period of time since major curriculum revision and restructuring was not required, and the plan did not significantly increase school operating costs. The ten-hour day plan increases the capacity of a school facility by approximately 75%, dividing the school's enrollment into two equal groups and dividing the day into two equal sessions. Each student is assigned five subjects but may elect to extend his five-hour day and take an additional subject if the classroom space and other necessary resources are available. In 1970-71, twenty-three Dade County secondary schools adopted the ten-hour day plan. In the 1971-72 school year thirty secondary schools have been operating with the ten-hour day schedule. The number of secondary schools that will operate on a ten-hour day schedule during the 1972-73 school year has not as yet been determined.

The extended school year was recognized to be a far more complex strategy, and the plant utilization benefits could not be projected easily. The plant utilization study reviewed seven extended school year plans, all of which were considered as being impractical for implementation in Dade County. Experiences in other school systems indicated that the following criteria need to be considered prior to the development of an extended school year program for the Dade County Schools.

1. The extended school year design that produces the greatest plant utilization benefit requires the greatest adjustment in living patterns and such designs have proved least acceptable to communities at large.
2. Extended school year designs that mandate specific vacation periods to pupils are not as acceptable to communities as are plans that are voluntary in nature.
3. Extended school year designs that demand a radical departure from existing school calendars are not accepted by communities as readily as those extended year plans that require only slight calendar changes.
4. Extended school year plans that increase the students' option of course selection, attendance session and vacation are more acceptable to students and parents than plans which maintain restrictions in curriculum, attendance and vacation periods.

With the above criteria in mind, the Quinmester Program was developed by the Division of Instruction and recommended to the Dade County School Board for piloting in secondary schools.

The Quinmester Extended School Year design was developed around a calendar that divides the school year into five 9-week (or 45 day) sessions. Pupils in schools operating with the quinmester organization must attend four (4) quinmesters in the five (5) quinmester school year. Students attending the 5th quinmester may elect to vacation during a quinmester during the regular school year; may elect to accelerate their graduation from high school by attending five quinmesters during the year; or may use the fifth quinmester for enrichment or remedial experiences.

This plan for an extended school year does not radically affect the present operational calendar of the Dade County Schools. It provides the community with the option of an extended school year program while maintaining the present calendar structure for those persons who prefer the traditional 180 day school year. The Quinmester Program is significantly different from the present summer program in that the summer or fifth quinmester is expected to be an extension of the four other terms of the school year and is not primarily a vehicle for remediation or enrichment. Although remedial and enrichment programs will be available in quinmester schools, the quinmester extended school year plan makes regular school programming available through the calendar year. The above-average student can accelerate under this plan, while other pupils can more easily repeat courses failed. (Gifted and motivated pupils can complete six years of secondary schooling in five years by attending four summer quinmesters between grades seven and eleven.) Pupils who fail courses can get their elementary and secondary school education in the present normal twelve year period. The voluntary features of this plan permit those pupils who wish to attend a full year to do so and those pupils who prefer may limit their attendance to the regular 180 day program.

The Quinmester Plan theoretically has the potential to increase the capacity of school plants by 25%. A school having a capacity of 2,000 pupils could conceivably accommodate 2,500 due to the staggered attendance periods yet have only 2,000 pupils in attendance during any given quinmester (See Charts I and II). Increased plant capacity also could be achieved through the acceleration provided in this plan. The fact that the fifth quinmester coincides closely with the Dade County base plan for summer school operation is likely to make attendance in summer school for acceleration

purposes more appealing. To achieve the maximum school plant utilization from the plan 4/5 of the total secondary school population would need to be in attendance each quinmester.

This maximum utilization benefit however can be achieved only by mandating pupil attendance and vacation periods. The Quinmester Extended School Year design as presently being planned in the Dade County Schools does not anticipate this mandatory feature.

The prevailing patterns of family life, community living and working schedules, although presently undergoing profound change, militate against community acceptance of any extended school year design that assigns pupils to specific attendance sessions for plant utilization purposes. It is anticipated that as community mores and habits change, the number of families that elect vacation periods other than the summer will increase, and more students will attend a fifth quinmester program that affords them the same academic opportunities that are available in the regular school year program.

Attendance statistics from past six week summer sessions indicate that approximately 30% of the potential secondary school population attended an academic summer school for credit. These attendance figures provide some data for a projection of what summer quinmester attendance might become after several years of operation.

It is not projected that attendance at a summer quinmester will always be reflected in an accelerated graduation for students; however, it can be generally assumed that in most cases each summer quinmester attended by a pupil will result in the more efficient utilization of the available student stations. Students attending the 5th quinmester will be in attendance

during the time of the year in which 70% of the pupil capacity of the Dade County schools is not utilized. The students accelerating their graduation by attending a 5th quinmester can be expected to vacate a student station at a time when schools are generally operating over their designed capacity. Students attending the 5th quinmester for remedial work may possibly avoid attending school an additional year which can also be considered as a plant utilization benefit since this student is also avoiding attendance during the period in which schools operate over their capacity. The extent to which pupils avail themselves of the acceleration in the quinmester plan and to which pupils voluntarily elect a vacation period other than the traditional summer months in effect will provide the plant utilization benefits available from the quinmester plan by reducing school enrollments during the school year and making their student stations available to other pupils or reducing over crowdedness.

In either case the community and pupils are better served by a school program which distributes its educational resources over a 225 day instructional period rather than the traditional 180 day school year.

The present pupil capacity deficit in the Dade County Schools does not make it feasible to consider the Quinmester Extended School Year Program as a replacement for the ten-hour day plant utilization plan. The 75% pupil capacity increase quickly available with the ten-hour day plant utilization plan could not possibly be matched by the quinmester or any other extended school year plan. The operation of the ten-hour day or any extended school day program is, however, compatible with the Quinmester Extended School Year Program; and schools can be expected to operate both plans simultaneously.

CHART I
QUINMESTER SCHOOL YEAR PLANT CAPACITY BENEFITS
ACHIEVED BY THE MANDATING OF ATTENDANCE SESSIONS

Quinmester Extended School Year 225 Days

1st Quinmester, 45 Days	2nd Quinmester, 45 Days	3rd Quinmester, 45 Days	4th Quinmester, 45 Days	5th Quinmester, 45 Days
Theoretical Registration 2500	Theoretical Registration 2500	Theoretical Registration 2500	Theoretical Registration 2500	Theoretical Registration 2500
Student Capacity-2000	Student Capacity-2000	Student Capacity-2000	Student Capacity-2000	Student Capacity - 2000
Student Membership - 2000	Student Membership - 2000	Student Membership - 2000	Student Membership - 2000	Student Membership - 2000
Students Vacationing - 500	Students Vacationing - 500	Students Vacationing - 500	Students Vacationing - 500	Students Vacationing - 500

Total # of Students Enrolled for 180 Days - 2500

Total # of Students in Attendance Each Quinmester - 2000

Total # of Pupils Vacationing Each Quinmester - 500.

Total # of Days School is in Operation - 225

CHART II

QUINMESTER VACATION ROTATION

	1st Quinmester	2nd Quinmester	3rd Quinmester	4th Quinmester	5th Quinmester
GROUP A	VACATION	School	School	School	School
GROUP B	School	VACATION	School	School	School
GROUP C	School	School	VACATION	School	School
GROUP D	School	School	School	VACATION	School
GROUP E	School	School	School	School	VACATION

STATUS OF THE QUINMESTER PROGRAM

During the 1971 summer session and the 1971-72 school year seven secondary schools began piloting the Quinmester Program. Miami Springs Senior High, Filer Junior High, Hialeah Junior High, Nautilus Junior High and Palmetto Junior High started in the summer of 1971 while Miami Beach Senior High and North Miami Beach Senior High started the program with the opening of the 1971-72 school year.

The pilot schools operated with a unique and contemporary curriculum design which included approximately 400 courses of study written and produced by the Dade County instructional personnel. It is expected that 900 courses of study will be available to the schools by June of 1972 with many of the new courses directed to the vocational programs in the comprehensive high schools. It should be noted that in addition to the seven pilot schools the quinmester curriculum is being partially implemented or studied by the staffs of approximately 38 other secondary schools.

The quinmester secondary courses of study are written to provide students with experiences that are essential for a well-rounded educational program, to meet the county and state requirements for graduation and offer pupils a variety of course alternatives based on individual interests, abilities and achievement levels.

The experiences of the seven quinmester pilot schools indicate that the full implementation of the quinmester curriculum, offering the maximum instructional alternatives to pupils, will require the development of new management and administrative techniques.

The major school level administrative concerns which the pilot schools have indicated require further in depth study are:

1. Student scheduling

It is desirable that schools operating with the quinmester curriculum consider rescheduling their student body and staff each nine weeks. This procedure would permit the redesigning of the school curriculum each quinmester to meet the changing needs of the school population and provide a maximum of flexibility. Present resources and know-how make this procedure unfeasible and most of the pilot schools have developed manageable alternatives to rescheduling the school five times during the school year. The total scheduling program is presently being studied and new procedures are being developed to facilitate a more expeditious student scheduling system to service all schools.

2. Student records

The variety of courses in the quinmester curriculum and the requirement that final grades be recorded for four courses for each year of study in each subject area have increased the clerical work load in each of the pilot schools. The new school scheduling procedures presently being studied are expected to provide a more systematic approach to grade recording by relating the process to the grade reporting system. It may be necessary to allocate additional clerical personnel to quinmester schools until this computer support is available.

3. Instructional materials

The implementation of the quinmester curriculum has made it necessary for schools to acquire large quantities of new appropriate instructional support material. The experiences of the seven pilot schools indicate that in the initial stages of implementing the quinmester

curriculum a school must, by necessity, curtail the variety of courses offered so that the courses that are offered can be adequately supported with the fiscal resources presently available to the school center. This procedure serves to up-date the material used by each school and provides the individual school with the opportunity to be selective in the acquisition of their curriculum material in terms of the appropriateness of the material for the student population.

4. Educational guidance

The course alternatives and the curriculum variety available to pupils attending quinmester schools has made it necessary for classroom teachers to assist the schools' guidance staff in the educational guidance and subject selection process. To facilitate the procedure the pilot schools have published educational guidance bulletins. These bulletins are by necessity complex and have proved to be expensive to produce. Pilot school principals generally agree that a more efficient method of dissemination of educational guidance and course selection material needs to be developed.

The Department of Program Evaluation of the Division of Instruction conducted an evaluation which considered the broad aspects of the Quinmester Program as a concept and the specific outcomes at the five pilot schools operating during the summer of 1971 under the quinmester plan. The results, which were generally favorable, were based on information obtained from parents, students, teachers, principals, institutions of higher learning and the business community.

Attendance--The 1971 summer quinmester demonstrated that pupils can be voluntarily recruited for a full academic program during the summer. The rate of daily attendance was about nine percent below the regular school

year. Principals reported the dropout rate to be less than 5 percent.

Academic achievement--Although achievement testing was limited to reading and mathematics in one school, the results were highly favorable, with students gaining six-tenths of a year in mathematics and one and one-tenth years in reading during the summer quinmester.

General reactions--The reactions of principals and students who participated in the summer quin were favorable or neutral by a large margin. A majority of students, parents and teachers willing to express an opinion favored the quinmester over the conventional school, although many felt that they needed more information in order to decide which they preferred.

Businesses and industries were almost unanimously in favor of or neutral toward the Quinmester Program, as this plan, which spreads school operations more evenly across the year, seems to conform with business operations in general.

Scheduling--The Quinmester Program offers the student a great deal of flexibility in scheduling courses. Conversely, the program creates special demands upon scheduling. Additional administrative work is required to insure the smooth operation of the scheduling process.

Curriculum--Among students, teachers and principals, the strongest point of the Quinmester Program was curriculum revision. Reactions of all of these groups were highly favorable to the rearrangement of the curriculum into relatively self-contained nine-week periods. In the 1971 summer quin, students, parents and teachers all favored the greater choice of courses, the addition of new courses (e.g., ecology), the student's ability to continue or change courses after nine weeks, and the availability of the complete school program in the summer. Quin principals, however,

felt that a student who attended four consecutive quinmesters should be allowed to attend a summer quinmester to take just one remedial course. Potentially, that option is open for all five quins.

Staffing--Since the entire curriculum is available in the summer quin, the need for specialized teachers for the summer quin is greater than for summer school under the conventional plan. This may create some staffing problems until the summer quin becomes regularly established and teacher vacations can be planned in relation to it. Generally, teachers favored the summer Quinmester Program in relation to their professional activities, with only three to eight percent feeling that the summer quin would be a disadvantage to teachers with respect to year-round employment, opportunities for further education, ability to hold student interest because of the more relevant curriculum and the shorter length of courses, better use of teacher preparation and the possibility of a smaller number of students in school at one time.

Vacations--Extensive samplings of the business community indicated that the Quinmester Program presents a favorable solution to many of the problems that businesses usually have with the scheduling of employee vacations. Businesses and industries were favorable or neutral toward evenly spaced school vacations by a very large majority; the exceptions being those businesses that regularly close down operations in the summer for vacations or have seasonal peaks during the winter. The latter businesses employ about 11 percent of all employees represented by the sample.

Approximately one-third of the sample of students, parents and teachers felt that a summer vacation was necessary, although about two-thirds preferred that time period. The survey did not take into account,

however, the fact that a two-week vacation period exists during the summer even with the operation of the Quinmester Program.

A study of the second choices of vacation periods indicates that, discounting the preference for summer, vacations could be spread fairly evenly across the year, although the January-March period showed some weakness in terms of preference.

Student employment prior to graduation—More jobs are available to students during the year than during the summer vacation period. With the spreading out of the availability of students, the competition for jobs should be lessened through a closer matching of supply with demand. The majority of students are employed by supermarkets, department stores and public utility companies as clerks, cashiers, bag boys, stock boys and telephone operators. Most students are hired by large businesses rather than small businesses.

Early graduation--Early graduation was a surprisingly strong factor in support of the Quinmester Program. Since it offers the opportunity for the student who is going to college to complete his work earlier, thus lengthening his productive professional life by a year.

The initial survey indicated that one-third of all students would expect to attend all five quinmesters. This attitude was supported by parents. Most of the quin principals felt that the decision to accelerate graduation should not be left entirely to the student, but should depend upon proper counseling and the involvement of parent, teacher and principal.

Employment after graduation--About one-third of the sample of large businesses indicated that it considered applicants for employment at age sixteen. Employment of sixteen-year olds was under the same terms and conditions as the employment of older applicants. Allowing for legal

restrictions, a much greater number of the companies indicated that they would consider the younger applicants. (Seven of forty-three large businesses would not consider sixteen- and seventeen-year olds under any circumstances.)

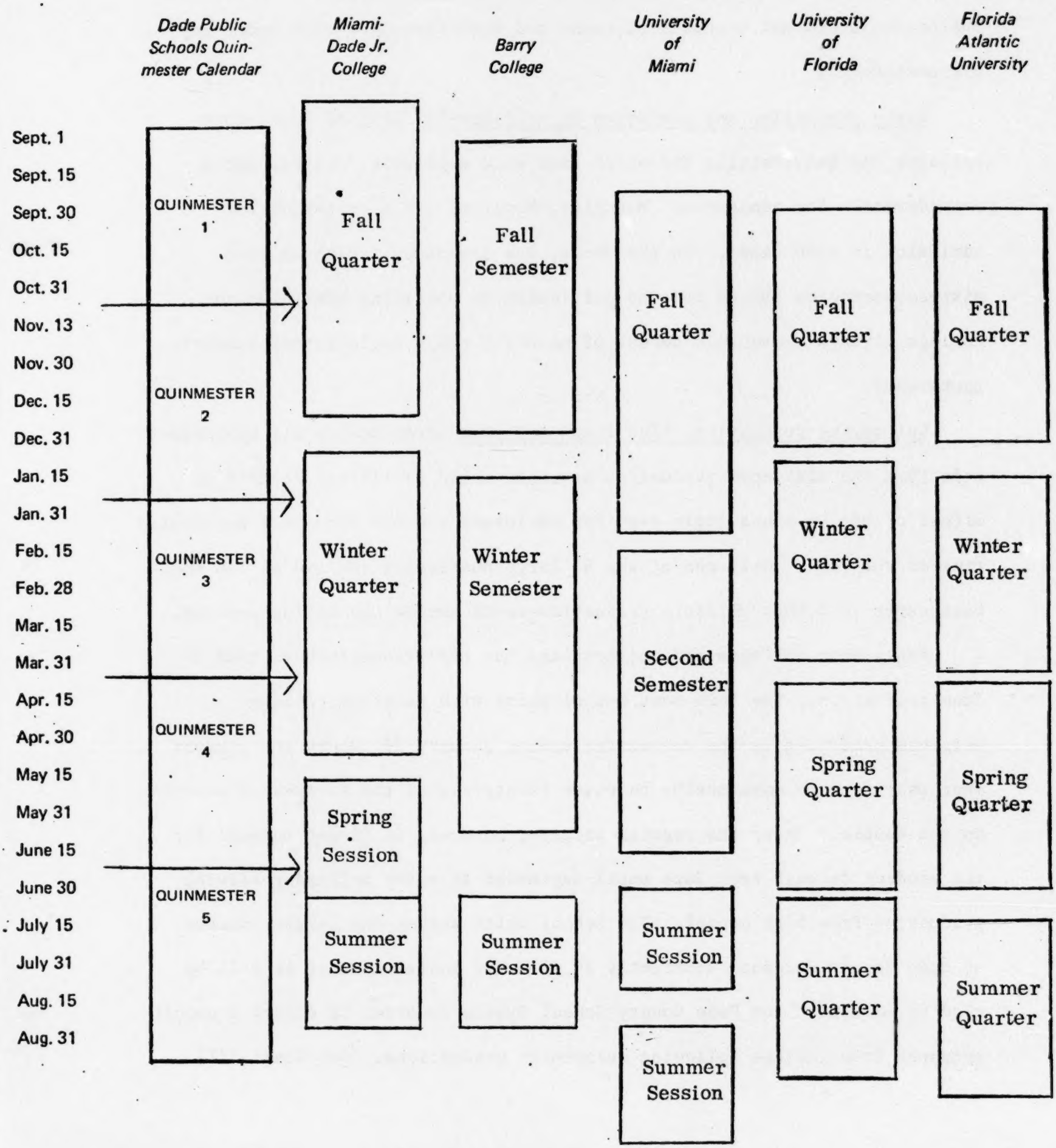
Early graduation and admission to college—In forty of forty-four colleges and Universities for which data were available, age was not a consideration for admission. Maturity, however, was a criterion for admission in some cases. On the whole, the responses indicated that sixteen-year olds should have no difficulty in obtaining admission to college given a reasonable amount of maturity and a satisfactory academic background.

Quinmester graduations five times per year--Practically all businesses felt that the staggered graduation sequence would facilitate or have no effect on hiring since their need for employees was not tied to a particular time of the year. Only one of the 41 large businesses and two of 336 small businesses felt that multiple graduation would impede the hiring process.

Entry into colleges and universities has traditionally been tied to June graduation. The quin most out of phase with existing college entrance practices is the quinmester ending January 20, where the student must wait four or more months to enter twenty-six of the forty-four schools in the sample. Under the regular program, however, it is not unusual for the student to wait from June until September to enter college following graduation from high school. The school which serves the largest number of Dade County students (currently 24,416) has indicated that it will be glad to work with the Dade County School System in order to effect a smooth entrance into college following quinmester graduations. (See Chart III)

CHART III

A COMPARISON OF THE STARTING AND ENDING DATES OF DADE COUNTY QUINMESTERS AND THE QUARTERS AND SEMESTERS OF SELECTED INSTITUTIONS OF HIGHER LEARNING



In summary, the initial evaluation of the Quinmester Program is favorable. By all measures, it has the potential for making a substantial contribution to quality education through a more rational utilization of school resources. Although extensive education of parents and students concerning the advantages of year-round school may be necessary to insure full attendance at summer quins, the potential for success exists within the data that have been presented to this date. Problems of scheduling students in a more flexible manner must be solved, but the technology is available and the advantages are obvious. The initial success of the summer quin indicates that satisfactory planning has occurred to this point and that expansion of the program should be considered.

In addition to the evaluation data provided by the Department of Program Evaluation, the principals of the seven pilot schools have reported the following information:

1. Approximately 168 senior high school pupils presently enrolled as seniors at Miami Springs Senior High School and Miami Beach Senior High School will graduate prior to their normal graduation date.

2. Present indications are that approximately 60 pupils have elected to vacation during the school year rather than during the summer quinmester.

3. A comparison of monthly attendance reports submitted to the Attendance Services Office indicates an improvement in attendance at the pilot schools in the first two months of 1971-72 as compared to the first two months of 1970-71.

4. The staffs of the pilot schools have reported a definite improvement in student morale and discipline since the program has become operational:

Individual pilot schools have assumed the responsibility of keeping their school communities informed about the status and progress of the quinmester program. The schools have periodically published information bulletins for their students and patrons in addition to the educational information bulletins which we distributed during each quinmester. In addition to this form of public information, the pilot school principals and staff are involved in frequent meetings with parent groups and community organizations to discuss the quinmester program and its effects on the total community.

The Department of Public Information of the Dade County Public Schools has distributed to all the media in the community various informational bulletins and fact sheets which have served to keep the community at large informed about the quinmester program.

The Greater Miami Coalition has formed a committee made up of various business, industrial and civic interests in the Greater Miami area. The committtee after a six-month study of the quinmester program, sponsored a joint press conference with the Dade County Schools at Nautilus Junior High School. The purpose of the program was to inform the total community of the start of the quinmester program in the Dade County Public Schools.

It is expected that the public relations effort of the individual schools, the Public Information Department and the Greater Miami Coalition will be a continuing effort. The experiences of school districts throughout the United States indicate that extended school year programs have met with considerable public opposition due to a lack of cooperative planning between school personnel and the general community.

THE DIRECTION OF THE QUINMESTER PROGRAM

The Division of Instruction and the six district superintendents have presently identified twelve additional secondary schools, making a total of nineteen, to operate on the quinmester plan starting with the 1972 summer session and continuing through the 1972-73 school year.

The seven quinmester pilot schools in the original program are:

North Miami Beach Senior High
Miami Beach Senior High
Miami Springs Senior High
Filer Junior High
Hialeah Junior High
Nautilus Junior High
Palmetto Junior High

The new quinmester schools are:

Northeast District	Thomas Jefferson Junior High School
Northwest District	Hialeah Senior High School Carol City Junior High School
North Central District	Miami Springs Junior High School Westview Junior High School Miami Edison Junior High School
South Central District	Miami Jackson Senior High School Shenandoah Junior High School
Southwest District	Miami Killian Senior High School Rockway Junior High School
South District	South Dade Senior High School Homestead Junior High School

Each of the nineteen schools will operate as an academic center for the 1972 summer session offering all levels of enrichment, remedial and advanced courses. Students who are planning to attend a summer academic program will be expected to enroll in the quinmester center nearest their home. Students residing more than two miles from an academic center will be provided transportation to the nearest center.

The designated quinmester centers in the Northeast, Northwest, North Central and South Districts will provide their districts with sufficient student stations to accommodate 25% of their regular school year secondary enrollment. If no additional quinmester schools are identified in the South Central and Southwest Districts the districts may require the establishment of academic centers in addition to the planned quinmester schools to accommodate the projected summer enrollment. Plans for these additional regular summer school centers have not as yet been finalized by the district, however, it is expected that the two or more centers that will not be designated as quinmester centers will offer 9 week programs rather than the traditional 6 week summer session.

The new quinmester schools are located so as to minimize the transportation resources required to accommodate the projected attendance for the summer session. It is on this basis that two senior high schools and two junior high schools are planned for the Northeast District, three junior high schools and one senior high school are planned for the Northwest and North Central Districts, one junior high school and one senior high school for the South Central and Southwest Districts and two junior high schools and one senior high school for the South district.

The financial implication of the projected 1972 summer quinmester program needs to be reviewed in terms of the total budget of the Dade County Public Schools for the 1972-73 school year and for years beyond. It should be noted that the extension of the school year from 180 days to 225 days while certain to increase the total operating budget of the school system, also increases the revenue the school system receives under the State Minimum Foundation program. This increase in the budget, is expected to facilitate the more effective utilization of the professional, nonprofessional and physical resources of

the school system while providing improved educational experiences for many of the students enrolled in the schools.

In reviewing the costs of operating 19 secondary schools on the quinmester program during the 1972 summer session as indicated in Table I, II, III, the following factors need to be considered:

1. That the support services planned for the operation of the fifth quinmester are equal to the services provided for the regular 180 day program.
2. That the staffing allocation for instructional and noninstructional personnel for the fifth quinmester is computed on the same basis as the allocation authorized for the regular 180 day program.
3. That the pupil-teacher ratio during the fifth quinmester is expected to be the same as the regular 180 day session.
4. That various salary costs applicable to the 180 day program reduce the operating costs of the fifth quinmester since instructional and noninstructional personnel are employed for a period extending beyond the regular 180 day school year.
5. That the academic program offered at quinmester centers during the summer session is expected to be equal in academic value and intensity to the program offered during the regular 180 day program.
6. That the monthly utility costs incurred over the calendar year are relatively constant and the operating of a school center during the summer months does not materially increase that school center's utility costs.
7. That per pupil food service deficits projected for the fifth quinmester will decrease with the expansion of the program since salary costs for food service personnel will remain relatively constant as participation in the lunch program increases.

8. That the projected operating costs are based on 25% of the 180 day secondary school enrollment participating in the summer quinmester program, and that these costs may vary with the increase or decrease of the summer enrollment.

9. That the quinmester program projected for the 19 secondary schools during the 1972 summer session is expected to include remedial course work, advanced course work, exploratory and enrichment experiences, leisure time and vocational activities, all of which were previously available in the traditional six week summer program.

10. That the establishment of 19 secondary quinmester centers, does not preclude the establishment of 6 and 8 week summer programs at elementary school centers. Or that recreational and leisure time centers will be established where the local municipality or the metropolitan grant does not make these services available.

11. That all the costs projected for the 1972 summer quinmester program are not additional summer school costs since the planned program will replace many of the programs that traditionally operate during the summer. The local costs required for the projected 1972 summer quinmester program are equal to the local costs expended for the 1971 secondary academic program.

12. That the level of state reimbursement for a program which is an extension of the 180 day program is higher than the level of state reimbursement provided for a traditional summer program. This increased level of support is based on the authority granted the State Department of Education in State Statute 236.04 (2) (0) which states:

> "The department of education is authorized to approve selected schools to operate an extended school term beyond the required one hundred eighty days of instruction and to compute a pro-

daily attendance in such approved schools pursuant to regulations adopted by the state board. Provided, however, every such school shall, during the extended term herein authorized, conduct an academic instructional program of the same or greater quality and intensity as that conducted during the required one hundred eighty days of instruction."

13. That in addition to the average daily attendance reimbursement provided under the minimum foundation formula for the quinmester program, a prorated reimbursement from state funds for incurred transportation costs is anticipated for the extended school year program. This reimbursement is projected to be 25% of the per pupil transportation revenue calculated for the 180 day program.

14. That the local contribution made by Dade County for participation in the Minimum Foundation Program does not increase as a result of the extended school year program.

15. That the State Department of Education has included in its proposed 1972-73 budget a grant of $860,000 for the operation of eight secondary schools on the quinmester program during the 1972 summer session. Final disposition of this grant will not be known until the next regular session of the State Legislature.

16. That the projected costs and reimbursement shown in Tables I & II are based on the premise that all secondary academic programs offered during the 1972 summer session will be in quinmester centers.

17. That a secondary school summer program that operated with the traditional six-week format accommodating the number of students projected for the 1972 summer Quinmester Program would necessitate the expenditure of approximately $1,6000,000 in local funds as compared to the expenditure of $744,000 in local funds projected for the 1972 summer Quinmester Program.

TABLE I

PROJECTED DADE COUNTY COSTS AND STATE DEPARTMENT OF EDUCATION REIMBURSEMENT FOR NINETEEN SECONDARY SCHOOLS WHICH WILL OPERATE THE QUINMESTER PROGRAM DURING THE 1972 SUMMER SESSION

Total projected cost of operating 19 secondary schools on the Quinmester Program during the 1972 summer session		$3,242,881
*Project ADA reimbursement	$2,410,397	
**Projected transportation reimbursement	88,296	
Total State reimbursement		$2,498,693
Dade County funding required to operate 19 secondary schools on the Quinmester Program		$ 744,188

*ADA reimbursement based on projected enrollment and 85% of ADA for a 45-day quinmester.

**Transportation reimbursement based on 25% of the per pupil reimbursement allocated during the 180-day school program. A grant of $860,000 has been included in the State Department of Education Budget for 1972-73 and is to be presented at the next regular session of the State Legislature for approval. Approval of this grant would reduce the local funds required for the operation of the 19 quinmester centers.

TABLE II

A PROJECTION OF THE COSTS OF OPERATING 19 DADE COUNTY SECONDARY SCHOOLS ON THE QUINMESTER PROGRAM DURING THE SUMMER OF 1972

Dist.	School	Teacher Salary and Retirement Costs	Administrative Staffing Costs	Clerical Staffing Costs	Custodial Staffing Costs	Transportation Costs	School Center Utility Costs	Lunch Program Deficit Costs	Instructional Aid and Materials Costs	Total Costs for School Center
N.E.	Miami Beach Senior	100,881	8,316	2,000	7,256	9,990	10,000	231.24	3,900	142,524.24
	North Miami Beach Senior	100,831	8,316	2,000	9,312	10,789	10,000	231.24	3,900	145,379.24
	Nautilus Junior	87,387	8,748	6,000	3,656	12,237	8,000	202.33	3,150	129,380.33
	Thomas Jefferson Junior	87,387	8,748	2,000	3,256	12,237	4,000	202.33	3,150	120,980.33
N.W.	Hialeah Senior	184,608	11,088	3,000	6,856	18,431	10,000	366.13	6,175	210,524.13
	Carol City Junior	76,183	8,748	2,000	4,512	8,241	4,000	173.43	2,700	106,557.43
	Flier Junior	76,183	8,748	2,000	4,912	7,742	4,000	173.43	2,700	106,458.43
	Hialeah Junior	76,183	8,748	3,000	8,168	7,992	8,000	173.43	2,700	114,967.43
N.C.	Miami Springs Senior	192,700	8,316	3,000	9,712	22,960	10,000	443.21	7,475	254,606.21
	Miami Springs Junior	67,221	8,748	2,000	4,512	9,090	4,000	154.16	2,400	98,125.16
	Westview Junior	67,221	8,748	2,000	4,212	7,309	4,000	154.16	2,400	96,044.16
	Edison Middle School	58,258	8,748	3,000	2,856	5,810	4,000	134.89	2,100	84,906.89
S.C.	Miami Jackson Senior	217,347	11,088	4,000	7,712	21,778	10,000	501.02	8,450	280,876.02
	Shenandoah Junior	235,273	11,520	5,000	3,256	30,419	4,000	539.56	8,400	298,407.56
S.W.	Miami Killian Senior	217,347	8,316	4,000	8,112	30,835	10,000	501.02	8,450	287,561.02
	Rockway Junior	235,273	11,520	4,000	4,912	30,286	4,000	539.56	8,400	298,930.56
S.	South Dade Senior	138,923	8,316	1,000	7,312	18,531	10,000	301.45	5,363	189,746.45
	Homestead Junior	100,831	11,520	2,000	4,056	11,788	4,000	231.24	3,600	138,026.24
	Palmetto Junior	100,831	11,520	2,000	4,912	11,788	4,000	231.24	3,600	138,882.24
	TOTALS	2,390,818	179,820	54,000	109,492	288,253	126,000	5,485.07	89,013	3,242,881.07

TABLE III

PROJECTED MEMBERSHIP AND STAFF ALLOCATIONS FOR 19 DADE COUNTY SECONDARY SCHOOLS OPERATING ON THE QUINMESTER PROGRAM IN THE SUMMER OF 1972

Dist.	School	Projected Membership	Teacher Allocation	Administrator Allocation		Clerical Allocation	Additional Custodial Man Month Allocated*	Additional Maid Week Allocated**
				Principal	Assistant Principal			
N.E.	Miami Beach Senior	1,200	45	1	3	4	16	8
	North Miami Beach Senior	1,200	45	1	3	4	19	16
	Nautilus Junior	1,050	39	1	2	4	7	8
	Thomas Jefferson Junior	1,050	39	1	2	4	6	8
N.W.	Hialeah Senior	1,900	69	1	4	8	15	8
	Carol City Junior	900	34	1	2	4	7	16
	Filer Junior	900	34	1	2	4	8	8
	Hialeah Junior	900	34	1	2	4	14	24
N.C.	Miami Springs Senior	2,300	86	1	3	8	20	16
	Miami Springs Junior	800	30	1	2	4	7	16
	Westview Junior	800	30	1	2	4	5	16
	Edison Middle School	700	26	1	1	4	5	8
S.C.	Miami Jackson Senior	2,600	97	1	4	9	15	16
	Shenandoah Junior	2,800	105	1	3	6	6	8
S.W.	Miami Killian Senior	2,600	97	1	3	9	16	16
	Rockway Junior	2,800	105	1	3	6	8	16
S.	South Dade Senior	1,650	62	1	3	6	14	16
	Homestead Junior	1,200	45	1	3	4	8	8
	Palmetto Junior	1,200	45	1	3	4	8	16
	TOTALS	28,650	1,067	19	47	102	204	248

*1 additional man month for each custodian allocated for regular 180 day program

**8 additional weeks of maid time for each maid allocated for regular 180 day program

The schools that are starting their involvement in the Quinmester Program during the 1972 summer session are expected to continue the program through the 1972-73 school year and in the years ahead. The participation of these additional schools in the Quinmester Program is not expected to increase the operating budget of the school system, since a school functioning with four quinmesters during the regular 180 day program is not allocated any additional staff beyond the normal regular school year allocation.

It is on this basis that secondary schools have been encouraged to implement the quinmester curriculum and administrative organization during the 180 day program.

The adoption of the Quinmester Program by all of the secondary schools in Dade County will not necessitate the operation of all the schools during the summer (5th) quinmester. It is planned that each summer a sufficient number of quinmester schools will operate to accommodate between twenty percent and thirty percent of the total 180 day program secondary population. These summer centers would be rotated so as to provide a summer quinmester center to different communities in each district on a rotating basis making maximum use of the available air conditioned school facilities.

As additional interest in the summer quinmester increases additional centers can be offered. This strategy will maintain a favorable balance between local expenditure for summer programming and the funds received from the state under the Minimum Foundation Program.

The majority of the new quinmester schools have participated in an intensive staff development program centered around the quinmester plan prior to their final commitment to the program. The staff development activities of the newly designated quinmester schools have included the following:

1. Visitation by staff members to the seven operating quinmester pilot schools
2. Participation of the administrative staff in pilot school principal's meetings
3. Participation of selected staff members in a quinmester workshop conducted by the Henry H. Filer Junior High School staff on November 29, 1971
4. A review of the quinmester curriculum by the faculty and staff
5. Participation in a meeting with staff members of the Division of Instruction to select an appropriate curriculum unique to the needs of the individual school from the Catalog of Authorized Instructional Courses for the Quinmester Program
6. Attended a conference on the implementation of the Quinmester Program with parents, students and community groups.

It is expected that the staff development program operating in quinmester schools will be an ongoing process, and that as the program continues, schools will be an ongoing process, and that as the program continues, schools will develop the administrative techniques and additional curriculum support material that can be made available to other schools considering the adoption of the quinmester plan.

Several schools have indicated an interest in adopting the quinmester curriculum and organization starting with the 1972-73 school year. This will simplify the articulation process for those students who will be attending quinmester centers during the summer session, with the school program in their assigned schools for the 1972-73 school year. An intensive educational guidance and articulation program will be implemented prior to the summer session by all

secondary schools to assure that each student attending a quinmester center will be able to enroll in classes that are needed for his individual program and that are compatible with the organization and program of his assigned school.

In February, 1972, the Department of Evaluation in the Division of Instruction, will have completed the administration of a questionnaire to selected principals, teachers and students from which conclusions may be made regarding the administrative and curricular implications of the Quinmester Program for those students, teachers and administrators presently involved.

In August, 1972, an updated status report on the Quinmester Program will be developed by the Department of Program Evaluation. The status report will include data on all categories of information treated in previous quinmester evaluations. The report will also include a preliminary examination of school-by-school test results in reading and mathematics. By February 15, 1973, the Department of Evaluation will produce a comprehensive evaluation of the operation of the quinmester program, 1971-72. Included in this report will be a detailed analysis of student performance.

Plans are presently being developed to implement the Quinmester Program at the elementary school level. It is anticipated that an elementary school from each district will be identified to operate as a quinmester school starting with the summer of 1973. During the 1972-73 school year, the six elementary schools will be involved in an in-depth study of the Quinmester Program and its impact on students, staff, community, school administration and curriculum.

In preparing for the elementary quinmester program, a countywide elementary steering committee was organized by the Division of Instruction. This committee, representing all districts and work levels, accepted the following basic concepts:

1. That to achieve the maximum plant utilization from the Quinmester Program, the opportunity to select alternate vacation periods has to be provided to pupils at all educational levels.
2. That the elementary curriculum revision required for the implementation of the Quinmester Program will effect a positive improvement in the educational program for elementary pupils.
3. That the elementary curriculum revision required for the implementation of the Quinmester Program will require a unique design that will differ from the curriculum organization adopted for the secondary school program.
4. That the school level management problems of student and staff scheduling would not be as significant a concern at the elementary level as it is on the secondary level.
5. That other than the scheduling problem, the administrative implications of the Quinmester Program at the elementary level are similar to the administrative concerns encountered by the quinmester secondary pilot schools.

The countywide elementary steering committee organized three ad hoc committees to study the areas of curriculum development, management procedures and criteria for the selection of elementary pilot schools. Upon receiving the tentative reports of the three ad hoc committees, the overall steering committee adopted the following guidelines to facilitate the implementation of the elementary Quinmester Program.

1. That certain general themes should be identified to act as conceptual organizers for the entire curriculum. The themes probably will be related to the social processes or life functions in which people are involved. The purpose of the thematic approach is to unify and to integrate various parts of the curriculum. To the degree feasible, curriculum and instruction should be related to these themes in an interdisciplinary approach.
2. That within the general thematic framework, each subject area should be examined to determine the skills (processes) and the subject matter (content) encompassed.
3. That within each subject area, certain skills and subject matter should be identified as essential requirements for students to show mastery.
4. That instruction in the skill area of all subject areas should be organized on an individualized or continuous progress basis in which each student's progress is monitored with reference to his degree of mastery of the stated objectives. The minimum components necessary for such an individualized program are:
   a. performance objectives
   b. diagnostic assessment instruments and/or processes
   c. instructional materials which are referenced to the performance objectives and to the diagnostic instruments
   d. mastery assessment instruments and/or processes
   e. a systematic method for data collection, recording and retrieval.
5. That instruction in the subject matter of each area should be organized into units or modules which are related to the general themes previously identified.

6. That at least four general areas need to be examined closely in planning for the curriculum revisions needed to implement the Quinmester Program.

   a. The present status of resources to meet the required components of an individualized approach (This needs to be reviewed for each subject area.)

   b. The writing and/or reorganizing of the content within each subject area to reflect the thematic approach

   c. The staff development requirements in order to train personnel to implement the revised curriculum approach

   d. Implications for staffing procedures in order to implement the program.

The overall county steering committee was of the opinion that the areas of management and pilot school selection was largely dependent upon the general acceptance of the curricular guidelines listed above. The elementary steering committee is presently in the process of expanding its membership to assure involvement from all work levels and subject areas. It is the intent of the committee to involve themselves in an in-depth study of the total area of elementary quinmester organization with specific emphasis being given to the actual critiquing and validating of the new curriculum structure.

The development of additional courses of study for the Quinmester Program has warranted the revision of the Catalog of Authorized Instructional Courses for the Quinmester Program, Bulletin 1-Q, and it is planned to submit the updated bulletin to the School Board early in 1972.

The revision of the bulletin will include a number of additional vocational courses of study to accommodate the comprehensive high schools that are planning to implement the program starting with the 1972 summer session.

An extensive review of the courses presently included in the catalog was made by all the subject area consultants with special emphasis being given to the courses that could be considered to be interdisciplinary in content. The inclusion in the course catalog of an increased number of interdisciplinary courses will increase the flexibility of the quinmester curriculum by providing students the opportunity to enroll in an identified interdisciplinary course to fulfill a requirement for graduation in one of several subject areas. The revised Bulletin 1-Q will include approximately 350 interdisciplinary courses which have been developed under the cooperative supervision of the subject area consultants.

The projected budget for the continued development of the Quinmester Program for the 1972-73 school year listed in Table IV, is based on the same level of expenditure authorized by the School Board for the 1971-72 school year quinmester development effort.

It is planned that during the 1972-73 school year the financial resources of the quinmester project will be largely directed to the development of an elementary curriculum that is compatible with the quinmester organization.

The Department of Program Development in the Division of Instruction plans to employ teachers on special assignment who will serve in a curriculum development capacity. They will be primarily charged with the development of a thematic curriculum structure and continuous performance curriculum for the elementary curriculum while serving as field resource personnel for the schools operating with the partially completed secondary courses of study.

The strategies of released time for curriculum development and the contracting of Dade County personnel for the writing of curriculum material will be continued for the elementary curriculum revision. Approximately 8% of the

budget will be allocated to the printing of the completed material and the distribution of the material to the instructional personnel in the county. (Table IV)

TABLE IV

PROJECTED 1972-73 BUDGET
FOR THE DEVELOPMENT OF THE QUINMESTER PROGRAM

Budget Item	Cost	Description
Project Management		
Project Manager	$ 21,000	Project Manager, junior high principal on special assignment
Teacher-on-Special Assignment	12,000	Assistant for Project Manager
Secretary	7,000	
Program Development		
Personnel--10 teachers on special assignment	120,000	1 Mathematics, 1 Language Arts 1 Social Studies, 1 Science 1 Foreign Language 1 Vocational Education 4 Elementary Generalists
Material Development	12,000	6 Elementary Curriculum Specialists (for summer of 1973--eight weeks, only)
	17,000	1 Coordinator for Elementary Curriculum Development
	22,000	To contract for the writing of quinmester courses of study for elementary and secondary curriculum
Substitute Days (560)	14,000	Provide for released time for curriculum writing, advisory councils and pilot staff development.
Support Services		
Production Costs	$ 20,000	Production and distribution of quinmester courses of study
Car Allowance	3,135	$25.00 per month for teacher on special assignment $35.00 per month for curriculum coordinator and project manager
Out-of-County Travel	1,480	
TOTAL. . . .	$ 250,000	

In a school system the size of Dade County, the impact of an extended school year program in terms of improved educational programming and the economic utilization of resources, cannot be determined fully until schools that are representative of every geographic area, every ethnic group, every economic level, every school organizational pattern and every school instructional system are participating in the program.

The cost benefits of the quinmester program to the Dade County Public School system are also contingent upon the expansion of the program since the establishment of quinmester centers during the summer period in every area of the county will eliminate the need for secondary academic centers operating with special teacher service units which require an approximate local supplement of one dollar for every dollar allocated by the state. The quinmester centers are planned to operate with minimum foundation funds which require a 30% supplement of local funds.

The development of an elementary quinmester program starting with the 1972-73 school year is also essential for the complete evaluation of the quinmester program since the plant utilization benefits to be gained by pupils opting for a non-traditional vacation period will be reflected only if every age level in a single family is offered this opportunity. The quinmester effort in the elementary schools is expected to have a positive effect on the curriculum structure in the elementary schools similar to the curriculum changes brought about by the secondary quinmester program.

It is on this basis that the following recommendations were presented to the Dade County School Board for action on February 9, 1972.

RECOMMENDATIONS

1. That the Superintendent be authorized to permit 19 secondary schools to operate on the quinmester program starting with the summer of 1972 and continuing through the 1972-73 school year.
2. That the Superintendent be authorized to include in the 1972-73 budget of the Dade County Public Schools the sum of $250,000 for local funds which represents the same level of funding which was authorized in the 1971-72 school year for the continued development of the quinmester program for secondary schools and the start of the development of an elementary quinmester program.
3. That the district superintendents be authorized to select one elementary school in their districts to conduct an in-depth study of the quinmester program starting with the 1972-73 school year.
4. That the district superintendents continue to be authorized to permit the implementation of the quinmester curriculum in schools not classified as quinmester schools.
5. That the Superintendent be authorized to include in the budget of the Dade County Public Schools the sum of $95,000 to support the allocation of a grade 7 clerk to assist in student record-keeping and scheduling in the 19 officially designated secondary schools operating on the quinmester program during the 1972-73 school year.